

DC Standard Curriculum- Social Studies

Grade 3 History:

- 3.4.** Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.
2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)
 3. Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S)
 4. Explain how Washington, DC, was selected and named as our capital city. (P, S)

Grade 4 History:

- 4.8.** Students explain the causes of the American Revolution.
1. Explain the effects of transportation and communication on American independence (e.g., long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication).
 2. Explain how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts). (P, R, E)
 3. Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)
 4. Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. (P)
- 4.9.** Students describe the course and consequences of the American Revolution.
4. Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution (e.g., the Marquis Marie Joseph de Lafayette, Tadeusz Kósciuszko, and Baron Friedrich Wilhelm von Steuben). (P, M)

Grade 5 History:

- 5.5.** Students summarize the causes and consequences of the Civil War.
4. Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war. (G, P)
 5. Describe the experience of the war on the battlefield and home front. (M, S)
- 5.8.** Students describe the nation's growing role in world affairs.
1. Analyze the Open Door Policy and U.S. expansion into Asia. (P)
 2. Examine Japan and describe the significance of the Gentleman's Agreement. (P)
 3. Explain the Cuban-Spanish-American War and interventions in Mexico, Central America, and the Caribbean. (P, M)
 4. Explain the participation of African Americans from the 9th and 10th Calvaries (the Buffalo Soldiers and the Smoked Yankees) in the Indian and Cuban-Spanish-American War.
 5. Identify the reasons for American entry into World War I. (P, M)
- 5.11.** Students describe the main events of World War II and how the Allies prevailed.
1. Describe fascism in Germany and Italy, including Nazism and attacks on Jews, gypsies, and others. (P, S)
 2. Describe the Japanese attack on Pearl Harbor. (G, M, P)
 3. Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans). (S, E)

5.11. (cont.) Students describe the main events of World War II and how the Allies prevailed.

4. Explain the German surrender and European division of Germany. (G, M, P)
5. Explain the decision to drop the atom bomb on Japan. (P, M, S)
6. Describe the purpose of the formation of the United Nations. (P)

Grade 6 Geography:

6.1. Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.

1. Demonstrate that, in attempting to represent the round Earth on flat paper, all maps distort.
2. Explain that maps contain spatial elements of point, line, area, and volume.
3. Locate cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the Eastern and Western hemispheres.
4. Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.
5. Explain how latitude affects climates of continents.
6. Explain the relationship between lines of longitude and time zones.
7. Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion.
8. Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.
9. Give examples of how maps can be used to convey a point of view, so that critical analysis of map sources is essential.
10. Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.

Grade 8 History:

8.11. Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. (G, P)
5. Explain the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. (P, M)
6. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (M, S)
7. Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. (G, M, P)
8. Explain how the war affected combatants, civilians, the physical environment, and future warfare. (G, M, S)

Grade 10 History:

10.3. Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.

6. Explain the military interventions of the United States in Central America and the Caribbean, the subsequent occupation of some of the territories, and local resistance to growing U.S. influence, as evidenced in Cuba, Puerto Rico, Haiti, the Dominican Republic, Panama, and Nicaragua. (G, P, M, I)
 7. Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico; César Augusto Sandino in Nicaragua; Jacobo Arbenz in Guatemala; and Farabundo Martí in El Salvador. (G, P, M, S, I)
- 10.4.** Students analyze the causes and course of the First World War.
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War. (P, M)
 2. Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of “total war.” (P, S, E)
 3. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
 4. Describe the use and abuse of soldiers from colonies to fight in the war. (S)
 5. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (P, M)
 6. Describe human rights violations and genocide, including the Armenian genocide in Turkey. (P, S)
 7. Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (S, M)
- 10.5.** Students analyze the long-term military, economic, and political effects of the World War I.
1. Describe advances in tank and aerial warfare, the belief that the “Great War” would end war, and disarmament movements. (M, P)
 2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (G, P, E)
 3. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (P)
 4. Describe the conflicting aims and aspirations of the conferees at Versailles and the Versailles treaty’s economic and moral effects on Germany.
 6. Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. (P, S)
 8. Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East.
 9. Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and U.S. intervention.
 10. Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (P)
 11. Analyze the objectives and achievements of women’s political movements in the context of World War I and its aftermath. (P, S)
- 10.8.** Students analyze the causes and course of World War II.
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (G, P, M)

2. Explain the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (P)
 3. Identify and locate the Allied and Axis powers and the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, P, M)
 4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower). (P, M)
- 10.10.** Students explain the causes, major events, and global consequences of the Cold War.
1. Describe Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the “Prague Spring.” (G, P, M)
 3. Describe the Soviet-U.S. competition in Southeast Asia, including the Korean War, the Vietnam War, and the intervention of Communist China. (G, P, M)
 4. Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua. (G, P)
 5. Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (P, M)
- 10.16.** Students analyze aspects and impacts of globalization since World War II.
1. Explain the long postwar peace between democratic nations in the world. (P)
 2. Identify recent scientific, technological, and medical advances (e.g., Quantum Theory, nuclear energy, space exploration, polio vaccine, discovery of Deoxyribose Nucleic Acid, or DNA). (I)
 3. Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s. (G, E)
 4. Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India). (G, S, I)
 5. Describe the spread of knowledge and information across international borders fueled by advances in electronic communications. (G, E, I)

Grade 11 History:

- 11.8.** Students analyze America’s participation in World War II.
1. Analyze Roosevelt’s foreign policy during World War II (e.g., “Four Freedoms” speech). (P, M)
 2. Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies’ fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations. (P, M)
 3. Trace the response of the administration to atrocities against Jews and other groups. (P, S)
 4. Identify and locate on a map the Allied and Axis countries and the major theatres of the War.
 5. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. (G, P, M)
 6. Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens. (P, S)
 7. Identify the roles and sacrifices of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers). (M, S)
 8. Examine and explain the entry of large numbers of women into the workforce, the roles and growing political demands of African Americans, and A. Philip Randolph and the efforts to eliminate employment discrimination. (P, S)